



Nothing to Fear
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 Albemarle County Public Schools

Curriculum Area	Language Arts
Subject Area	Historical Fiction
Grade Level	6 th grade
Learning Objectives	<ul style="list-style-type: none"> • The student will read historical fiction to increase his understanding of the Great Depression and its effects on individuals. • The student will investigate specific information from the story and extend his understanding by connecting it to real events. • The student will work cooperatively with a group of peers. • The student will use appropriate sources for gathering information. • The student will analyze information and select the appropriate mode for presentation to an audience. • The student will use spoken, written and visual language to communicate effectively for an audience.
Correlation to the SOL	English 6.3, 6.4, 6.5, 6.7, 6.8, 6.9 History USII.5 C/T 8.1, 8.2, 8.3, 8.4
Video/Technology Hardware/Software Needed	For class: Computer with Internet connection Computer Projection System Word Processing software (such as <i>ClarisWorks</i> or <i>Microsoft Word</i>) Database software (such as <i>ClarisWorks</i> or <i>Microsoft Word</i>) For each team of 2 students: Computer with Internet Connection and Printer Word Processing software (such as <i>ClarisWorks</i> or <i>Microsoft Word</i>) Slide Show software (such as <i>ClarisWorks</i> or <i>HyperStudio</i>) Copier or scanner, optional
Materials Required	For each student: A copy of <i>Nothing to Fear</i> by Jackie French Killer (ISBN 0-15-257582-0) Paper or notebooks for learning log Three different color highlighters or pencils Scoring rubric

Procedures/Activities	<ol style="list-style-type: none"> 1. Students are asked to read five chapters a night from the book <i>Nothing to Fear</i> (the ideal timing for this lesson would be when students are beginning the study of the Great Depression in Social Studies). It is the story of an Irish immigrant family living in New York during the Great Depression, a time period that has been said to be the defining event of the pre-WWII generation. While reading, students are required to keep a learning log where they write: facts concerning the Great Depression that they think are historically correct, facts that are of questionable validity, reactions/reflections to the text (characters and events), and things that they find interesting and want to know more about. 2. Students bring their learning logs to class each day where they share their thoughts and questions in small discussion groups of 3-4 students. 3. When the class has finished the book, they should categorize information in the learning logs by using different color markers or colored pencils to indicate one of the following categories: historically accurate information, questionable “facts,” and things they find interesting and want to know more about. 4. Using a classroom computer connected to a computer projection system, have the class create a database with information from their learning logs and using the three categories. 5. Divide the students into teams of two. The teams choose a topic to research and present from the class database. 6. Provide the students with some ideas that can help them decide on how they want to approach their project. Some options might be: <ul style="list-style-type: none"> • Develop e-mail partnerships or obtain oral interviews with relatives or members of a local senior center to record their stories from the Depression (can use audio- or video-taping) • Contact the author to ask her questions about writing the book • Present information about specific events/ideas mentioned in the book (such as the Dust Bowl or the New Deal) • Investigate the life of other immigrants (of different nationalities) during the same time period. • Investigate the context of the phrase “nothing to fear” and find a copy of FDR’s famous speech, then elaborate on why this was a fitting title for the book. 7. After each team has selected a topic, they will gather information using the Internet and other resources. 8. The final project should be presented using the presentation software available to your students and graded using the attached rubric. 9. The teacher may need to teach mini-lessons on such topics as “important information,” “noting sources,” and “effective Internet search strategies.”
Content Assessment	Students will write a short story about a child of their age living in the depression. They should include several pieces of information they learned from the various presentations.
Technology Integration Assessment	The teacher will assess student use of the technology through observation and through the final presentation (see attached rubric).
Extensions	<p>Social Science: Students could post their stories on the Internet. They could also create a WebQuest about the Depression.</p> <p>Geography: Students could mark a map of the United States with the various types of newly-arrived immigrants and where they had settled in the early part of the 1900s.</p> <p>Economics: Students could study the causes of the Stock Market Crash and find out why that can never happen again.</p>

Presentation Project Rubric			
	A	B	C
Content	"B", plus Covers topic in depth. Elaborates throughout. Includes details. Invites questions and curiosity.	"C" plus: Includes essential information. Some elaboration beyond minimal requirements. Texts are in correct English.	Fulfills minimal topic requirements: Texts are paraphrased and overall in correct English. Variety of references were used.
Technology	"B", plus: Uses advanced, varied presentation features and attachments (scanner, etc). Uses varied yet cohesive methods for project.	"C" plus: Has 3 more slides. Consistent design across several slides. Integrates 4 graphics.	Fulfills minimal requirements. Has title slide. Additionally, has 8 slides on the topic. Each slide has 2 buttons and text. Three slides have colors, transitions, or sounds. At least 1 graphic is included. Teamwork is integrated into the project. Shows effort and growth.
Oral Presentation	"B", plus Uses original approach effectively. Highly organized. Well rehearsed. Uses vivid, precise language. Ease in delivery techniques.	"C" plus: Interesting. Logical order. Fluid delivery. Clear connections in material. Good use of delivery techniques.	Engages audience. Clear and understandable. Uses appropriate language. Uses limited delivery techniques. Takes equal turns.
Teamwork	"B", plus: Provides vital leadership. Asks for and gives suggestions and help. Maintains positive attitude.	"C" plus: Helps to organize and facilitate teamwork. Encourages others. Stays on task. Meets due dates.	Works well in team. Contributes to team effort. Participates in peer editing. Does assigned tasks. Takes turns.